Tips and Tricks to Help you Support Exceptional Learners in Today’s Classroom

Presented by:
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★ Special education teacher for 3 years; paraprofessional for 4 years
★ B.S. Degree in Interdisciplinary Studies from Texas A&M University-Commerce (Midlothian)

Training:
- using visuals for children with special needs
- picture exchange communication system
- strategies for autism spectrum disorders
- strategies for behavior intervention
- educating ELLs (English language learners)
- S.I.O.P.
- using assistive technology (AAC devices) with non-verbal students
- crisis prevention intervention strategies

Other Service:
- student success team
- technology training
Kelley Dively

★ special education teacher for 16 years
★ B.S. Degree in Human Development and Family Studies from Texas Tech University

Training:
- applied behavior analysis
- picture exchange communication system
- love and logic
- strategies for explosive and defiant disorder
- strategies for autism spectrum disorders
- sensory processing disorder
- visually impaired
- auditory impaired

Other Service:
- student success team
- team leader for professional learning community
- technology training
Meet & Greet!

http://www.online-stopwatch.com/classroom-timers/
Outline

- Inclusion tips
- Differentiated Instruction
- Challenging Behaviors
  - Functions of behavior
  - Behavior analysis
  - Strategies for specific exceptionalities
- Structure & Routines
- Transitions, schedules, social stories
- Resources
- Questions
Why Inclusion?

★ Inclusion improves educational strategies for all students.

★ Inclusion helps all students accept others with differences.

★ Inclusion encourages collaboration and best practices.

https://www.youtube.com/watch?v=9gaSx44pEvk ("Don't Limit Me")
Why Inclusion?

Education for All Handicapped Children Act of 1975 (PL 94-142)
- “Least restrictive environment” (L.R.E.)
- “…services are provided to the student within the classroom setting, even if the goals of the student are different than the goals of their peers...the student is removed from the classroom setting only after modifications, strategies, and support have been provided…” (Hammeken, 1995)

Americans with Disabilities Act (ADA) of 1990
- school-aged children are also protected outside of school (employment and other services)
- IDEA (Individuals with Disabilities Act) replaced the EHA act (places more focus on the individual)

Reauthorization of IDEA in 1997
- children with disabilities have right to a quality education and quality outcomes

Additional Reauthorization of IDEA in 2004
- Aligned closely with NCLB (2001)
**Tips for Inclusion**

- Check that you have an **accommodations** page for a student!
  - This should be delivered to you before the first day of school.
- Look at needs...special equipment, etc.?
- Include student in activities, lessons, parties, etc. to the highest extent possible!
- Utilize the help of an extra set of hands (paraprofessional) to your benefit!
- Collaborate with your Special Education teacher.
  - Communication is the **key** to student success.
  - designate a system for communicating with one another
  - set up regular meetings to discuss strategies, issues, etc.
- Post daily schedules
Why Apply Differentiated Instruction?

When teachers use **differentiated instruction** it helps **ALL** students with diverse academic needs and **learning styles** master the **SAME** challenging academic content!
DEFINITION

“Differentiating instruction DOES NOT mean providing separate, unrelated activities for each student but DOES mean providing interrelated activities that are based on students' needs for the purpose of ensuring that all students come to a similar grasp of a skill or idea” (Good, 2006)
Four steps for **EFFECTIVE** differentiated instruction!

1. Teachers must have a thorough understanding of the **academic content/skill** they want their students to learn.
2. Teachers must determine how much their students already **know** and what they **don’t know** about the content.
3. Teachers must decide which **instructional methods** and materials will most likely address those needs.
4. Teachers design ways to **adequately assess** student mastery of what is taught.
How to Apply Differentiated Instruction

- Teachers assess student knowledge of **content** that is going to be taught (KWL chart) (quick student journal of the content) (fist of five)
- Teachers **vary assessment** for student to demonstrate their mastery of a content area (Single/pinch cards)
- Teachers plan several **activity options** (Index card summaries)
- Teachers address all students **learning styles** by use of graphs, pictures, artifacts, etc. in addition to lecturing (Think-tac-toe)
individual needs

FAST FINISHERS!

I am DONE
**Different Learning Styles**

<table>
<thead>
<tr>
<th>Verbal/Linguistic</th>
<th>Logical/Mathematical</th>
<th>Visual/Spatial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write instructions</td>
<td>Create a timeline</td>
<td>Create a poster</td>
</tr>
<tr>
<td>Keep a personal journal</td>
<td>Compare/contrast ideas</td>
<td>Draw a map</td>
</tr>
<tr>
<td>Create a poem</td>
<td>Create an outline for a story</td>
<td>Create visual diagrams</td>
</tr>
<tr>
<td>Create TV ads</td>
<td>Design a map</td>
<td>Draw from different perspectives</td>
</tr>
<tr>
<td>Read stories to others</td>
<td>Decipher codes</td>
<td>Create a comic strip</td>
</tr>
<tr>
<td>Retell in your own words</td>
<td>Design a game to show...</td>
<td>Graph results of a survey</td>
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<tr>
<td>Teach concepts</td>
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<tr>
<td>Create crossword puzzle</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Interpersonal</th>
<th></th>
<th>Body Kinesthetic</th>
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<tbody>
<tr>
<td>Tell stories</td>
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<td>Make up a cooperative game</td>
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<tr>
<td>Teach a cooperative game</td>
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<td>Practice physical exercise</td>
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<td>Role play a situation</td>
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<td>Conduct hands-on experiments</td>
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<td>Discuss and come to a conclusion</td>
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<td>Construct a model or representation</td>
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<td>Survey or interview others</td>
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<table>
<thead>
<tr>
<th>Musical Rhythmic</th>
<th>Naturalist</th>
<th>Intersensory</th>
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<tbody>
<tr>
<td>Create a race</td>
<td>Collect and categorize data, materials, or ideas</td>
<td>Keep a personal journal</td>
</tr>
<tr>
<td>Play musical instruments</td>
<td>Discover or experiment</td>
<td>Write about personal experiences</td>
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<td>Write to music</td>
<td>Take a field trip</td>
<td>Think about and plan...</td>
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<td>Teach dance steps</td>
<td>Study means of survival</td>
<td>Review or visualize</td>
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<tr>
<td>Make up sounds and sound effects</td>
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<td>How would it feel to...</td>
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<tr>
<td>Write a jingle</td>
<td>Adapt materials to a new use</td>
<td>Imagine and write about the future</td>
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<td>Create rhymes that...</td>
<td>Label and classify</td>
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| Free Choice             |                                             |                                |
|-------------------------|---------------------------------------------|                                |
Learning Environment

A **flexible classroom layout** is key, incorporating various types of furniture and arrangements to support both individual and group work. The conditions for optimal learning include both **physical** and **psychological** elements.
individual work

wait

help

group work
Clearly defined limits
Brain Break!

https://m.youtube.com/watch?v=F2XVfTzel8E
Challenging Behaviors

To name a few...

- not staying on task
- out of seat or talking during instruction
- refusal to cooperate
- no participation in group discussion
- aggression towards others
- Any others?
4 Functions of Behavior:

S - Sensory
E - Escape
A - Attention
T - Tangible
SENSORY Behaviors

- running away
- going into small, confined spaces
- rocking
- squirming in seat
- touching others/things
- excessive talking
- biting, putting objects in mouth
- chewing shirts, pencil erasers
- sensitive to touch

“Autism has locked me inside a body I cannot control.” - Carly Fleischmann

https://www.youtube.com/watch?v=KmDGvquzn2k&app=desktop
SENSORY Behaviors

WHAT IT DOES FOR ME
provides preferred sensory experiences; it "feels good" to do.

WHEN DOES IT HAPPEN
overstimulation; anxiety; changes; unpredictability; anytime!
Positive Sensory Strategies

- fidget bucket
- sensory breaks
- active movement
- rocking chair
- foot band/velcro under desk
- exercise ball
- play-doh/putty/sand
- headphones

www.gonoodle.com
ESCAPE Behaviors

- “Can I use the restroom?”
- total shut down (crawl under table, aggression)
- arguing with teacher
- picking at others
- ripping paper apart
- breaking pencils/crayons
# ESCAPE Behaviors

<table>
<thead>
<tr>
<th>WHAT IT DOES FOR ME</th>
<th>WHEN DOES IT HAPPEN</th>
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<tbody>
<tr>
<td>removes me from undesired and/or non-preferred activities</td>
<td>boring task; not being challenged (task is too easy); fearful of activity</td>
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Positive Strategies

★ NOVELTY!
★ provide choices
★ be proactive and think ahead
★ use visuals
  ○ “First _____, then _____”
  ○ “I need a break.” (visual/sign)
ATTENTION-SEEKING Behaviors

- learned helplessness
- outbursts/yelling
- changing the subject
- purposeful injuries
- standing on chair, walking around, etc.

https://www.youtube.com/watch?v=0T2R8pTpcoo
ATTENTION-SEEKING Behaviors

**WHAT IT DOES FOR ME**

provides me with attention and/or interaction with favorite people

**WHEN DOES IT HAPPEN**

social interaction and/or connection is desired
Strategies for Attention-Seeking Behaviors

★ provide “special time/choice”
★ classroom “helpers”
★ purposeful ignoring
  ○ (always supervising!)
★ reward others
TANGIBLE Behaviors

- toys
- food
- iPad
- television

https://www.youtube.com/watch?v=y2pn6M2vhnE
TANGIBLE Behaviors

WHAT IT DOES FOR ME
provides me with preferred/favorite items, activities, etc.

WHEN DOES IT HAPPEN
specific activity item is preferred
Strategies...

★ Did they EARN it?
★ Clear expectations
  ○ Stand your ground!
  ○ “Coke machine” example
★ Frequent rewards and feedback
Learn the function...
change the behavior!
Behavior Documentation:

ABC Charts

- **Antecedent**
  - What preceded the behavior? Possible causes, triggers?

- **Behavior**
  - What does the behavior look like? Be **factual**.

- **Consequence**
  - What happened after the behavior?
  - What is the child getting out of the behavior?
  - S.E.A.T.? 

- **Replace** behavior with appropriate behavior.
Anecdotal Record/ABC Format

Student Name: _________________________

Please describe the following in detail & from the student’s experience

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Antecedent(s)</th>
<th>Behavior</th>
<th>Consequence(s)</th>
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</table>
We teach our students how to **BEHAVE**
by what **we** **ALLOW**, 
what **we** **STOP**, 
what **we** **IGNORE**, 
and what **we** **REINFORCE**.
Brain Break!

https://www.youtube.com/watch?v=zl5QodAFuVk&list=PL1ZLcq6glzORs-7WxZ08vtgDn4TN5DljV
Specific Exceptionalities

ADD/ADHD
ED/ODD
ASD
SPD
Strategies for students with **ADD/ADHD**

★ student has an option to stand at desk to do work (they have to move to maintain alertness)
★ reward with praise
★ have student repeat back directions
★ have student make checklists
★ have child’s “attention” before speaking
★ provide opportunities for active learning

http://www.youtube.com/watch?v=HSVQtMsqWkM
http://www.braingym.org.uk/
Strategies for students with ED/ODD

★ Reverse psychology (i.e. “the yelling corner”)
★ Provide choices
★ Be consistent!
★ Love and Logic techniques and strategies
★ Have student “practice” the preferred behavior
Strategies for students with 

**Autism**

★ Visuals (schedules, rules, rewards, etc.)
★ Timers
★ Social stories
★ Provide advanced warnings for changes
★ Shortened instructions
★ Structured assignments and classroom setup
★ Sensory (too many posters on wall, etc?)
  ○ Provide sensory breaks, bucket, etc.
SENSORY PROCESSING DISORDER

- All 5 senses (vision, audition, tactile, olfactory, taste, proprioception, vestibular)
- 3 categories-
  - Sensory modulation disorder (SMD)
    - over- or under-responding to sensory stimuli
  - Sensory-based motor disorder (SBMD)
    - motor output that is disorganized (posture, coordination, etc.)
  - Sensory discrimination disorder (SDD)
    - incorrect processing of any sensory info (can affect one sense or multiple senses)
- Sensory integration: “the neurological process that organized sensation from one’s own body and from the environment and makes it possible to use the body effectively within the environment” (Ayres, 1972).
Strategies for students with SPD

Sensory Integration Therapy
SEE THE ABLE, NOT THE LABEL.
Structure & Routines

➔ Learning environment classroom set up
➔ Repeat expectations regularly
➔ Post the rules of the classroom
➔ Rewards for positive behavior (earn tickets etc.)
➔ *Predictability and consistency!*
Transitions

➔ Time timers; online timers
➔ Give a **five minute warning**
➔ Let the students be aware of what is next on the schedule
➔ Do a transition activity
➔ Make a “YES” line
➔ Use **active movement** and make it **fun**!
➔ 5-4-3-2-1 Transition!
GALLOP like a HORSE

STOMP like a COW

ROLL like a PIG

STRUT like a ROOSTER

HOP like a BUNNY

WADDLE like a DUCK
Schedules

➔ Visually posted for entire class (pictures/written)
➔ If a student is in Resource or Content Mastery, they made need a small one for their desk.
All students can benefit from social stories that *teach social rules* (visual or written form).

Do not “assume” that the student should already know all social norms.

A Speech pathologist or Special Education teacher is a good resource to create a social story for a student.
Social stories can help with things like...

Nose-picking (ew!)

Personal space (bubbles)...etc.
We are more ALIKE than DIFFERENT.

https://www.youtube.com/watch?v=k65kwvFG4sY
“Don’t Reinvent the Wheel!”

Websites: www.do2learn.com (visuals, activities, etc.!)  
http://www.speakingofspeech.com/Social_Skills_Pragmatics.html (FREE social stories)  
www.pbisworld.com (Behavior tips)  
www.educationplanner.org (What is your learning style?)

Apps: Sounding Board, ASD Tools, VisTimer Free
*Contact your special education teachers, diagnosticians, etc. and use us as your resources!! We are here to help!*
QUESTIONS?
**Resources**


http://www.online-stopwatch.com/classroom-timers/


http://www.vinci-facilities.co.uk/cms/web16/upload/SB_Images/diversity_inclusion.jpg

https://www.youtube.com/watch?v=9gaSx44pEvk

mrsestblog.blogspot.com

http://www.busyteacherscafe.com/management/images/classroomcloset.JPG

https://www.youtube.com/watch?v=zl5QodAFuVk&index=1&list=PL1ZLcq6glzORs-7WxZ08vtgDn4TN5DIjV

https://theinclusivechurch.files.wordpress.com/2010/06/dsc025671.jpg

https://pbs.twimg.com/media/Br8dST1CQAAPCA7.jpg


www.timetimer.com

https://s-media-cache-ak0.pinimg.com/236x/fa/13/5c/fa135c6a2e8655c752f47eacfb19bf25.jpg

https://aliciaeyer.files.wordpress.com/2010/10/class-schedule.jpg

https://www.youtube.com/watch?v=k65kwvFG4sY


http://www.angieslist.com

http://www.medexsupply.com/images/SMP-922702.jpg


https://s-media-cache-ak0.pinimg.com/236x/52/ea/79/52ea796c303650ba79ea264bd419431d.jpg
Make & Take

5-4-3-2-1

&

Transition activity cards